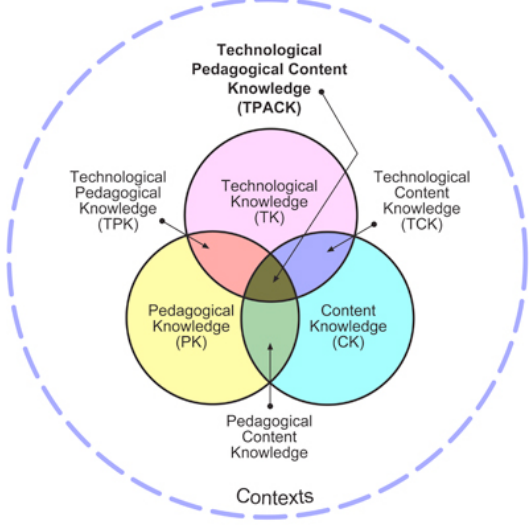


Artifacts representative of my teaching and learning strategies.	Reflections
 <p>The diagram illustrates the TPACK model. It features three overlapping circles: a pink circle for Technological Knowledge (TK), a yellow circle for Pedagogical Knowledge (PK), and a blue circle for Content Knowledge (CK). The intersection of TK and PK is labeled Technological Pedagogical Knowledge (TPK). The intersection of PK and CK is labeled Pedagogical Content Knowledge (PCK). The intersection of TK and CK is labeled Technological Content Knowledge (TCK). The central intersection of all three (TK, PK, and CK) is labeled Technological Pedagogical Content Knowledge (TPACK). All these circles are enclosed within a larger dashed blue circle labeled Contexts.</p>	<p>The TPACK model signifies how I feel technology must be integrated with curriculum and the teacher's pedagogy. Technology in isolation is not the best use of technology especially when there is just so much the students need to learn. As an elementary teacher I was always wrapping math, language arts, social studies, science and technology all together into a unit of study. I called it 'killing many birds with one stone' otherwise Theme Units. The students and I looked forward to pushing back the desks and reading inside a teepee we had built in our classroom or creating a slideshow with Kidpix as a cooperative group.</p>
<p><i>March 15, Monday Schedule</i> <i>Work Skills</i> <i>Reading Groups</i> <i>Math</i> <i>Phonics/Spelling</i> <i>Lunch</i> <i>Writing</i> <i>Unit Time</i> <i>(Independent Reading when ready)</i></p>	<p>Here is an example of what would be on our Second Grade whiteboard everyday. Students would see what they would be expected to complete and it was their job to be sure they completed the work. They needed to know when and how to ask for help along with knowing what to do when they had completed work that was listed. It was and is my belief that we need to help students develop their independent work skills in order for them to succeed as learners and workers in our society.</p>
<p><i>Peer Helpers for this week</i> <i>Computer</i> <i>Writing</i> <i>Reading</i></p>	<p>Peer Helpers are important in every classroom. When I taught Second Grade I would always have assigned helpers designated for students to go to before asking for my helpers. These peer helpers would have to be able to get their own work done and would have to be able to help in the area they were assigned. Now, at the high school, I will find the helper in each class so that when I am not around the student helper is there for the class. (PS, I</p>

	give the helper my cell phone number just in case. They love that and I have never had any trouble with it.)
http://www.msad54.org/sahs/TechInteg/techintindex.shtml	As a way of multiplying my services and enabling teachers and students to help themselves I keep resources posted on this page. You will find guidesheets, websites, and other helpful sites.

4. Observations of interaction between master teacher and students, and students and students

* How can an online teacher establish a vibrant online community in their courses? Provide examples from your practicum course.

* Interactivity is not inherent. It must be designed. What are the instructor's strengths in creating an interactive climate in the online course? What are the instructor's strengths in designing interactive activities?

* List aspects of the instructor's interaction that contribute most to student learning.

* What is the primary type of student interaction in your practicum course?

* What is the level and type of student participation in the course?

* When you teach in the classroom, how do you facilitate interaction between students? Do you have whole class discussions or do you break the class into small groups?

* When you teach in the classroom, how do you deliver the content to the students? Do you use PowerPoint complete with audio and animation, black and white overheads, a chalkboard or video?

* When you teach in the classroom, what sorts of interactive things do you use in the course? Do you have students move their desks around to setup the classroom the way they want it?

* Select artifacts that represent great examples of interaction between teacher-students and students-students from your practicum course.

* Write reflective statements for each artifact, elaborating on why it was selected and its meaning and value in the portfolio.